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Backpack Archetypes on Screen or Growing into Multiculturalism through Visual Culture and Perceptive Travel Seminars¹

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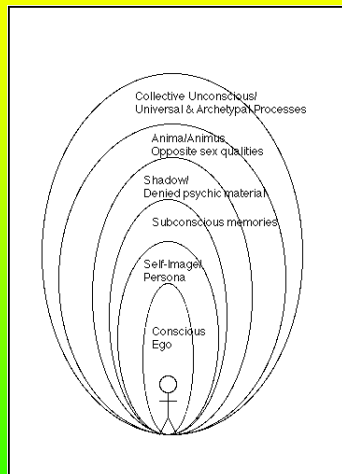
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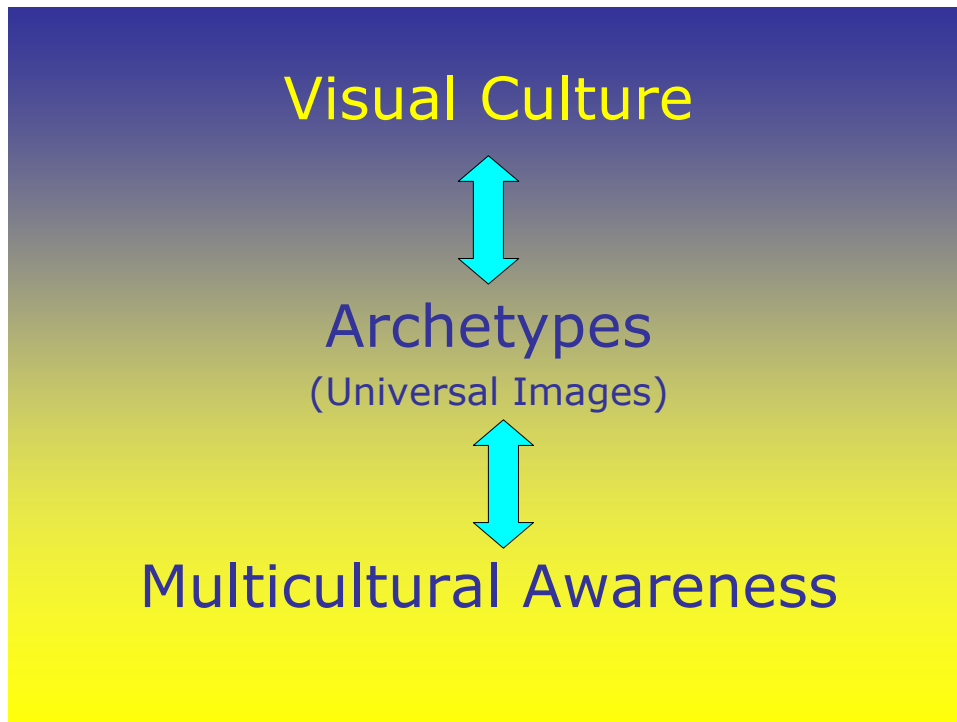
¹ This poster was presented at the Global University Network for Innovation – GUNI Barcelona Conference on Higher Education 2008, being part of the contributions on *Higher Education for Intercultural Dialogue and Multiculturalism*. GUNI's funding members: UNESCO, United Nations University, Universitat Politècnica de Catalunya.

The aim of this poster is to focus, on one side, on the importance of *visual culture* and, on the other side, on the experience of *perceptive travel seminars* as powerful means to broaden multicultural awareness within higher education for intercultural dialogue and multiculturalism.

Locating Archetypes

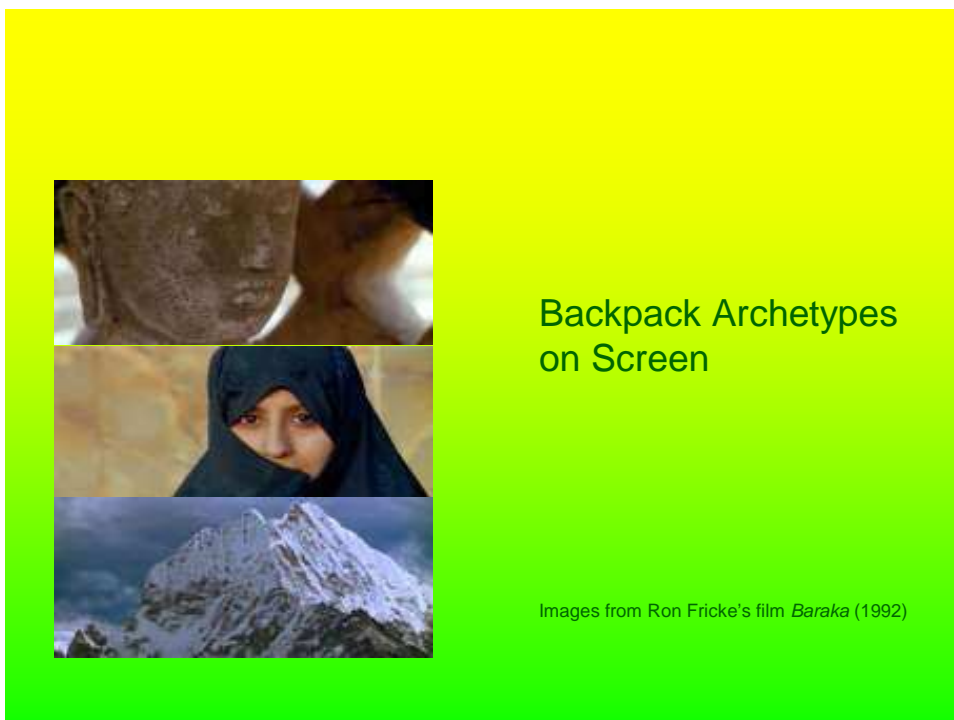


According to C.G. Jung, **Archetypes** are Universal Images located in the **Collective Unconscious**

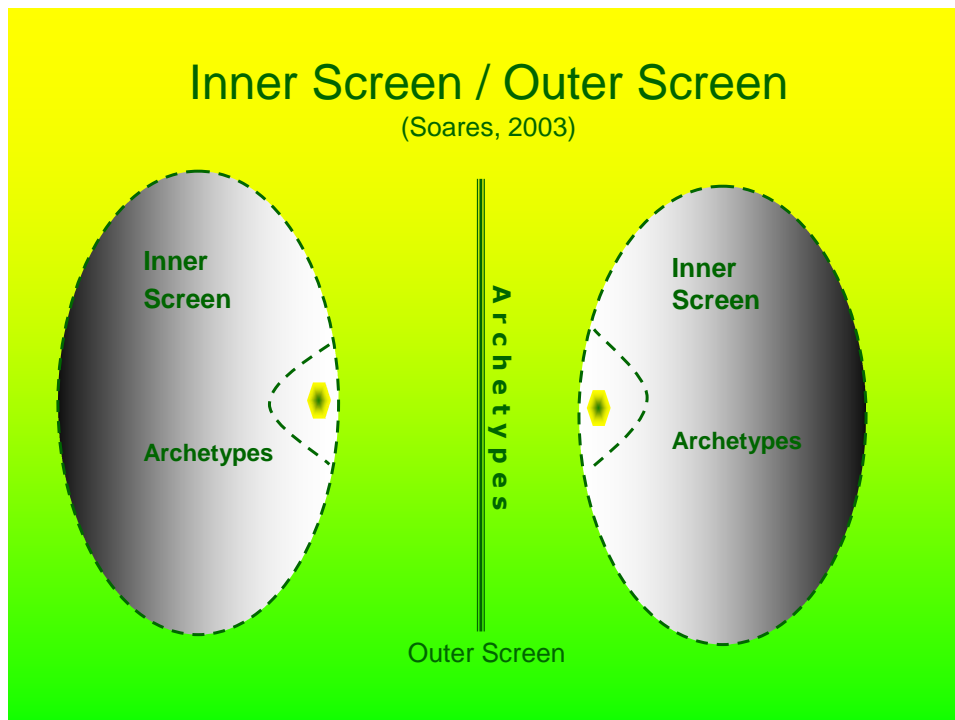


Within this concept we focus on the relationship between visual culture (outer screen) and the inner perception of archetypes (universal images) that individuals of all cultures do share. As the essence of growing into multiculturalism consists in identifying which same roots humanity shares, those deep roots that are beyond the diversities of superficial appearance. The study of comparative mythology (C.G.Jung, Joseph Campbell), for example, reveals those analogies that exist among cultures coloured with local specificities and rituals.

The aim is therefore the search for the global within the local as a starting point towards intercultural dialogue.



Baraka (1992) is a non-verbal film that was shot in 24 countries. It is certainly a major example of backpacking archetypes on screen, as its flowing images around the globe focus on similarities among cultures, rather than on the place where the pictures were shot.



Within the context of intercultural dialogue and multiculturalism in contemporary societies, it is crucial to focus on the understanding of archetypes within comparative religion as a means to broaden spiritual tolerance among peoples. Visual culture can play an important role in this context. Films like Ron Fricke's outstanding *Baraka* (1992) can help to establish bridges between the outer screen and the inner screen.

Host screenings of *Baraka* (1992) or similar films in introductory lectures within higher education can create an interesting basis to motivate intercultural dialogue and multiculturalism.

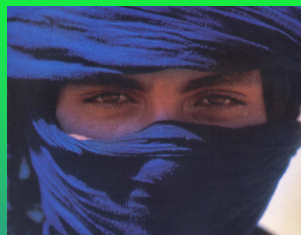
Visual Culture
in Higher Education



Multicultural Awareness

So a contribution visual culture can have on multiculturalism is related to the inclusion of selected films into higher education lectures as means to develop multicultural awareness through bridge-creating between inner and outer screens.

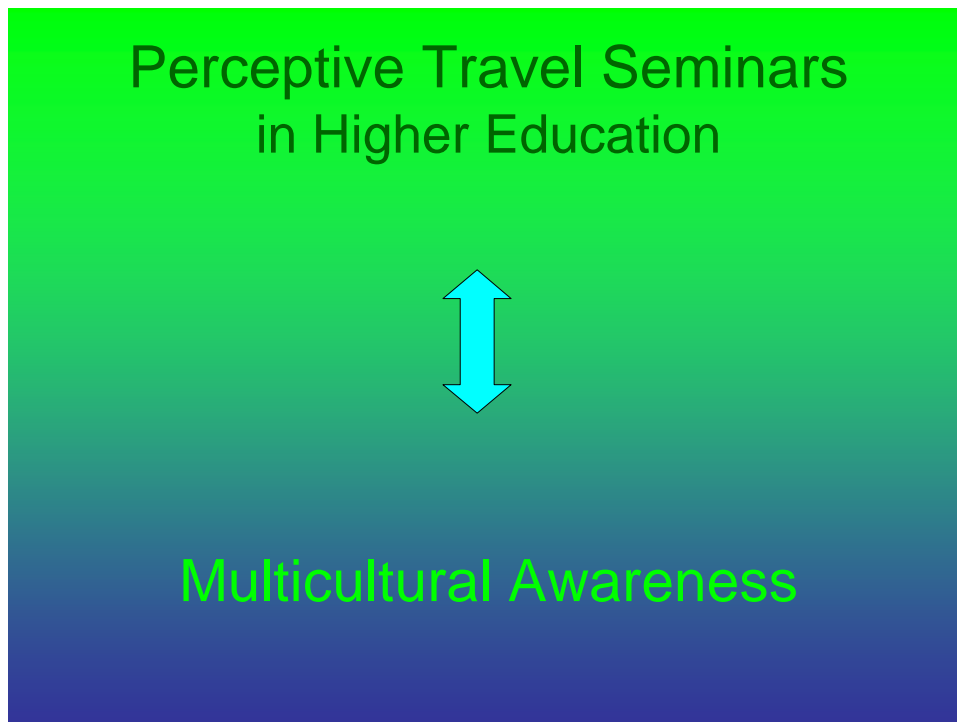
Perceptive Travel Seminars



Multiculturalism

Perceptive Travel Seminars can be developed as innovative means of education in movement towards a gain of multicultural awareness. Traditionally higher education is centred indoors at the university.

A means to develop intercultural dialogue is connected to a motivation towards getting to know other cultures, and that motivation can be conducted through perceptive travel seminars to be included into higher education in a regular basis.



Higher education in Europe is often imprisoned in old self-created structures that need to be transformed into flexible organic models of exchange. In order to achieve this, perceptive travel

seminars and education in movement can become significant doors of innovation.



Perceptive travel seminars aim at learning to develop intercultural dialogue and multiculturalism through the experience of getting closer to other cultures, so the participants should stay in places similar to the ones the local culture uses. The major aims of the perceptive travel seminars are to observe, to listen, to smell, to taste, to perceive the other culture through different means as a way to build experienced cultural awareness that can lead to widening cultural tolerance towards what's different from the mother culture of the participants.

Knowledge societies of the future shouldn't imprison education indoors, but motivate the gain of experienced knowledge through perceptive travel seminars.



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